

**THE IMPLEMENTATION OF PRESENTATION TECHNIQUE FOR
SPEAKING SKILL AT THE THIRD SEMESTER STUDENTS OF DEE UMS
IN SEGA EXTRACURRICULAR PROGRAM**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of English Education**

**by
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UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018**

APPROVAL

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PUBLICATION ARTICLE

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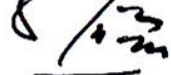
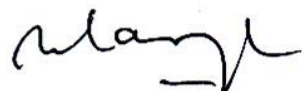

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TESTIMONY

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Hence later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 4 January 2018

The Researcher



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THE IMPLEMENTATION OF PRESENTATION TECHNIQUE FOR SPEAKING SKILL AT THE THIRD SEMESTER STUDENTS OF DEE UMS IN SEGA EXTRACURRICULAR PROGRAM

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bagaimana pelaksanaan dari teknik presentasi untuk kemampuan berbicara pada mahasiswa semester 3 DEE UMS di SEGA. Jenis penelitian ini adalah penelitian deskripsi kualitatif. Penelitian ini melibatkan mahasiswa semester 3 DEE UMS di SEGA. Penulis mengumpulkan data dengan cara mewawancarai narasumber. Hasil dari penelitian ini menunjukkan bahwa pelaksanaan dari teknik presentasi untuk kemampuan berbicara pada mahasiswa semester 3 DEE UMS di SEGA: 1) mengajar speaking menggunakan metode presentasi di kelas SEGA sangat banyak rintangan, 2) mengajar speaking menggunakan presentasi hanya sebuah metode, 3) Pembelajaran di SEGA itu tidak hanya sekedar latihan untuk kemampuan berbicara.

Kata kunci: Mengajar berbicara, teknik presentasi, penelitian kualitatif

ABSTRACT

The purpose of this research is to investigate the implementation of presentation technique for speaking skill at the third semester students of DEE UMS in SEGA extracurricular program. The type of this research is descriptive qualitative research. The respondents of this research is the third semester students of DEE UMS in SEGA The writer collected the data through an interview. The result of this research shows the implementation of presentation technique for speaking skill at the third semester students of DEE UMS in SEGA extracurricular program; 1) Teaching speaking through presentation in SEGA's class is full of obstacle, 2) Teaching speaking through presentation is merely method, 3) Teaching SEGA is more to the practice and speaking skill

Keyword: teaching speaking, presentation technique, qualitative research.

1. INTRODUCTION

English is an important language for the students of English Department because it is always used as the main language in most subjects in teaching learning process. Speaking is the productive skill. When we speak or produce the text, it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English

sounds. Tarigan (1990: 3-4) defines that “speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.” In carrying out speaking, students face some difficulties; one of them is about the language.

Saturday English Gathering (SEGA) is an extracurricular program that consists of students of English Department in UMS. In their activity, there are some tutors from the high level students of Department of English Education (DEE) who share their knowledge to the students and accompany them along the activity. Some of them usually used their own method in teaching the students; one of the methods used by the tutor was presentation. In SEGA activity, the researcher found that the presentation technique used by the students in SEGA activity is still low and so far from the objective.

2. RESEARCH METHOD

The design of this study analyzes the implementation of presentation technique for speaking skill at the third semester in SEGA of DEE Universitas Muhammadiyah Surakarta.

3. FINDING AND DISCUSSION

The contents are the findings of this research which answer the research questions and discussion. The interview data focus on the presentation technique used by the third semester students of DEE UMS in SEGA and also the students’ opinion/ perspective to this implementation of presentation technique.

The data of this research are records from videos about implementation of presentation technique for speaking skill. The researcher used 3 types of method for collecting data; observation, taking note, and interview.

In these findings, the respondent has three themes of the data collected. The interviewee confirms that the question is three themes related to teaching speaking through presentation in the SEGA’s class. The first theme is teaching speaking through presenting is challenging. The second is presenting is merely

method, not material. The third is teaching SEGA that is more to the practice and speaking skill.

3.1. Teaching Speaking through Presentation in SEGA's Class is Full of Obstacle

In the teaching speaking skill, the tutor exactly found many challenges in the SEGA's class. The challenges can come from the students, materials, methods, or the curriculum of SEGA. The tutor of SEGA found some obstacles in teaching speaking to the third semester students of DEE UMS in SEGA. As mentioned by the tutor in the interview, that:

Kesulitan yang sering saya temui adalah bingung ketika akan menyampaikan materi. Di SEGA kita dituntut untuk kreatif dalam mengajar. Tapi manusia punya batas kreatifitas, kadang juga siswa bosan dengan materi ataupun cara penyampaian. Siswa juga susah membagi waktu karena biasanya hari sabtu adalah waktu yang tepat untuk pulang kerumah, mereka kesulitan membagi waktu untuk mengikuti SEGA atau pulang. Tapi yang paling sering saya temukan dikelompok saya adalah kesulitan dalam membuat suasana belajar kondusif. (Appendix 1 statement 1)

The tutor's SEGA explained that the teaching speaking at the third semester students of DEE UMS in SEGA is complicated. The material is curriculum from manager of SEGA extracurricular teaching speaking through presentation.

3.2. Teaching Speaking through Presentation is Merely Method

The teaching method is a blending of the principles and techniques used by the tutor to complete the competition learning by students. The methods of teaching must be appropriated to the subject taught and the learners. This is the tutor's role to determine the methods or strategies that used in the teaching speaking. As we know, the participants are some methods to teaching speaking skill for the third semester students of DEE

UMS in SEGA. The tutor said that the presentation is merely a method in the SEGA class of the third semester students of DEE UMS.

Awalnya kan SEGA dibentuk lebih ke speaking skill nya jadi gimana siswa itu bisa speakingnya bagus dan pronunciatonnya lebih bagus dan juga tahu materi-materi diperkuliahan. Nah pas di SEGA juga akan disuruh praktik dulu sebagai media untuk latihan siswa sebelum terjun dikelas. (Appendix 2 statement 1)

She supposed that presentation is the only method to deliver the material in the speaking class of the third grade of undergraduate students at UMS. The main material that should be taught to the students is the argumentative speaking. It is about how the students produce the arguments. Then, the presentation is only the methods or box for the arguments. She added that, the participants are many points that students learnt before taught the argumentative speaking. It is mentioned in the interview section:

Untuk presentasinya biasanya habis ngasih materi langsung presentasi kayak misalnya ada materi tentang promoting and bargaining product siswa akan dijelaskan dulu cara-caranya habis itu mereka langsung mempresentasikan materi dengan mempromosikan sebuah barang, bisa juga buat converstation mengenai materi tadi. (Appendix 2 statement 2)

So in the class of SEGA, presentation will be described first by tutors and then tutors will give an example of how presentation the products or the materials and finally the students can make the conversation about this and practice with friends.

3.3. Teaching SEGA is More to the Practice and Speaking Skill

To handle some of the problems faced by the students, there is Saturday English Gathering (SEGA) especially for DEE UMS students that focus on students' speaking skill. Saturday English Gathering (SEGA) is an extracurricular program that consists of students of English

Department in UMS. There are several aims of SEGA, such as: producing the professional personnel that are competent in English, and can develop and apply their knowledge. SEGA is not only conducted in campus but also in outing class which is held every year. In their activity, there are some tutors from the high level students of Department of English Education (DEE) who share their knowledge and experiences to the students and accompany them along the activity. Some of them usually used their own method in teaching the students; one of the methods used by the tutor was presentation.

Awalnya kan SEGA dibentuk lebih ke speaking skill nya jadi gimana siswa itu bisa speakingnya bagus dan pronuncatitonnya lebih bagus dan juga tahu materi-materi diperkuliahan. Contoh waktu diperkuliahan ada materi tentang presentasi, nanti di SEGA diajarin bagaimana agar speakingnya bagus saat praktek di kelas. Nah pas di SEGA juga akan disuruh praktik dulu sebagai media untuk latihan siswa sebelum terjun dikelas. (Appendix 3 statement 1)

So SEGA is not just an easy extracurricular, SEGA helps everything that students do not understand when they are in the class. SEGA focuses on speaking skill and not just theory, in every SEGA meeting definitely hold practice to make more active passive-class students.

4. CONCLUSION

The researcher concluded the research with the responses to the research question, the implementation of teaching speaking through presentation and the challenges in the teaching speaking through presentation to the third grade of undergraduate students in SEGA DEE UMS. The conclusions are: 1) Presentation is attracted to be implemented to deliver the argumentative speaking to the third grade of undergraduate students in SEGA DEE UMS. The students have more excited in learning speaking through presentation than another methods. 2) The use of presentation is more difficult than other methods in teaching speaking. It was showed by the tutor

in the interview section that the students are happier in the teaching speaking through presentation than used the role play.

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